



DONALD H. BLEVINS  
Chief Probation Officer

## COUNTY OF LOS ANGELES PROBATION DEPARTMENT

9150 EAST IMPERIAL HIGHWAY — DOWNEY, CALIFORNIA 90242

(562) 940-2501



February 15, 2011

To: Each Supervisor

From:  Donald H. Blevins  
Chief Probation Officer  
Chair, Comprehensive Educational Reform Committee

 Jon Gundry, Interim Superintendent  
Los Angeles County Office of Education

Subject: **COMPREHENSIVE EDUCATIONAL REFORM IMPLEMENTATION IN  
JUVENILE HALLS AND CAMPS – SIXTH REPORT  
(OCTOBER 2010 – DECEMBER 2010)**

Pursuant to your Board's October 14, 2008 motion, this is our sixth progress report covering October 2010 through December 2010 activity. Attachment I provides a summary of the current implementation status of the 35 recommendations reflecting that all recommendations continue to be either fully or partially implemented. The implementation status has been reviewed by Probation Department's Quality Assurance Services and the Los Angeles County Office of Education's (LACOE) Internal Audits and Analysis Division representatives.

As indicated in this report, various working groups are underway or will be convened having the responsibility and accountability for developing specific action plans associated with each recommendation. Attachment II provides a general Action Plan that includes estimated completion implementation dates for those recommendations that are not fully completed.

Although certain details are not included in this report associated with the collaborative development of a Proposed Spending Plan related to the \$2.1 million appropriated in the Provisional Financing Uses Budget for education reform (due to the proposed plan being finalized in February 2011 which is beyond the reporting period), overall, a Proposed Spending Plan has been prepared by key Comprehensive Education Reform Committee members and will be discussed at a Cluster Agenda Review meeting in February 2011.

### **IMPLEMENTATION STATUS OF RECOMMENDATIONS**

As reflected in Attachment I, of the 35 recommendations:

- 13 (37%) have been fully implemented;
- 22 (63%) are underway or partially implemented; and
- 0 (0%) have not yet been implemented.

The Comprehensive Education Reform Committee remains committed to education reform implementation. Attachment III provides the various committees involved in this endeavor and the related overall committee structure and meeting dates.

#### **Fully Implemented Key Recommendations**

The following is a recap of key recommendations that have been fully implemented since the October 14, 2008 Board-approved motion and includes the two recommendations (#13 and #20) that were fully implemented during the reporting period of October – December 2010.

- The Probation Department has hired an individual to function as its Director of School Services. Over the past three months, this manager has been working closely with LACOE and other key stakeholders on this education reform effort. He has conducted numerous site visits of the camps and halls to become familiar with the education-related concerns and personnel at these sites. ***(Relates to Recommendation #1)***
- All youth entering the camp system are provided a comprehensive assessment by Camp Headquarters deputies at the Comprehensive Assessment Unit, currently located at Barry J. Nidorf Juvenile Hall. Youth who appear to be eligible for placement at Camp Onizuka are referred to Youthful Offender Block Grant (YOBG) deputies for an enhanced assessment where the process includes a second face-to-face interview followed by a Multi-Disciplinary Team (MDT) meeting. Consequently, MDT meetings are held for youth that are YOBG-program eligible at Camp Onizuka. In addition, youth with an open mental health chart are also eligible for an MDT to determine camp placement with parental involvement. (The MDT team consists of members representing Mental Health, LACOE, Probation and parents or guardians.) ***(Relates to Recommendation #2)***
- LACOE has an adequate number of school psychologists to perform psychoeducational assessments of youth with suspected special education needs in a timely manner. In addition, LACOE has provided a Senior Programs Specialist to work with Probation and the Department of Mental Health in the Camps Assessment Unit. ***(Relates to Recommendation #9)***

- At Probation's Camp Headquarters Camps Assessment Unit (CAU), currently at Barry J. Nidorf Juvenile Hall, all youth receiving court-ordered camp placement are assessed by Probation, DMH, and LACOE for criminal histories, mental health counseling, medication concerns, and educational needs such as Individual Education Plans or Individual Learning Plans. **(Relates to Recommendation #12)**
- Conducted Effective Case Management (ECM) training of Probation Staff via ECM trainers in Nov./Dec. 2009. Camp to Community Transition Program (CCTP) Deputies, Transition Counselors, Juvenile Field Deputies, and School-Based Deputies have been assigned responsibility to track minors after release from the Juvenile Hall or Camps. **(Relates to Recommendation #13)**
- Redesign the Juvenile Court Schools (JCS) curriculum to capitalize on integrated use of instructional minutes. Deliver the instructional program in a comprehensive, coordinated, collaborative way to more effectively use the school day as well as after school/weekend hours. Redesign the JCS curriculum to capitalize on integrated use of instructional minutes. Deliver the instructional program in a comprehensive, coordinated, collaborative way to more effectively use the school day as well as after school/weekend hours.  
**(Relates to Recommendation #19)**
- Probation and LACOE have established a plan to develop Court Classes at all of the Detention Facilities, and are working on a plan to distribute learning packets to students on the move. Court classes are held in the "holding areas" of the juvenile halls – this strategy will help reduce lost average daily attendance and the related revenue. LACOE has revised their curriculum guides and pacing plans to better address the transiency of the students. **(Relates to Recommendation #20)**
- With regard to ensuring that educational service providers are providing a full continuum of services as required under State law and based on an Individual Educational Program, regardless of whether or not youth attended a public school before they were detained, ordered to camp, or released into the community, youth are receiving services in accordance with an out-of-state-approved Local Plan which includes a continuum of program options and is in accordance with student IEP. **(Relates to Recommendation # 23)**
- LACOE has developed and fully implemented an educational staffing plan to ensure that there are adequate numbers of teaching, special education, assessment, counseling, and psychologist staff to meet the needs of youth in the juvenile halls and camps. **(Relates to Recommendation #30)**
- On June 24, 2010, LACOE and Probation signed a revised MOU. Corresponding performance indicators were updated to reflect the drafted changes made to the MOU. **(Recommendation #35)**

**Partially Implemented Key Recommendations**

The following is a recap of key recommendations that have been partially implemented since the October 14, 2008 Board-approved motion.

- The first DVD and handout for Helping Education LA Parents Series has been developed and is now available. The Learning Rights Law Center provided the speakers and expertise to create the Special Education DVD. Appropriation authority of approximately \$125,000 is needed to proceed with the remaining 18 videos -- this is pending the development of a revised proposed expenditure plan associated with the \$2.1 million in ongoing funding in the Provisional Financing Uses Budget appropriated for education reform, as well as a Cluster Agenda Review meeting. ***(Relates to Recommendation #3)***
- Timely determinations of the holders of educational rights needs to occur. This is part of the court report and verified by the judicial officer at the hearing. Revised Court documents will have a space for the name of the holder of educational rights identified on the first page. ***(Relates to Recommendation #4)***
- The identification and assignment of qualified and appropriate surrogates or educational representatives, when necessary, to serve in place of the absent parent as advocates for youth in juvenile halls, and camps, needs to occur. Judge Donna Groman is overseeing the recruitment, training, and assignment of a pool of volunteers -- as holders of educational rights for delinquent youth -- who are available to advocate for a youth who has no parent available or capable of advocating for the youth's special education needs. There are currently 14 fully trained volunteer advocates. ***(Relates to Recommendation #5)***
- Probation has conducted training classes for Challenger Memorial Youth Center camp staff to serve as advocates for youth throughout their detainment and as they transition back into the community. Training of staff at other camps is contingent on available resources. ***(Relates to Recommendation #6)***
- Regarding the timely and comprehensive assessments of the criminogenic, educational, and health and mental health needs of youth in juvenile halls and camps as well as strength-based assessments of their interests and abilities, productive Multi-Disciplinary Teams are being held throughout the system. ***(Relates to Recommendation #8)***
- Regarding the integration of camp-to-community transition programs and training staff to produce "meaningful" transitional plans, the Camps Holton/Smith pilot is complete, with LACOE and Los Angeles Unified School District staff trained. ***(Relates to Recommendation #11)***

- The electronic data exchange (EDE) process/system which was implemented between LACOE and the Los Angeles Unified School District among other school districts needs to be replicated within the County and the juvenile halls and camps to ensure timely transfer of school records to and from juvenile camps and schools in the community. A committee consisting of Probation and LACOE personnel are working together to connect the computer systems for electronic data exchange to track and support case management even when the minor is released from detention and returned to the field. **(Relates to Recommendation #15)**
- A "charter look-alike" pilot school at Camps Scott/Scudder began on September 27, 2010. The outcomes of this pilot school focus on the needs, interests, and successful transitioning of female youth in the camps to higher education and/or successful employment, internships, and vocations. **(Relates to Recommendation #22)**
- Access to the four instructional pathways leading either to a high school diploma, a GED certificate, a vocational education certificate, and/or college preparation needs to be provided to students. The Camps Assessment Unit provides educational feedback in the form of eligibility data. LACOE is facilitating the Los Angeles Unified School District's Diploma Plus program.

In addition, at this time, Challenger Memorial Youth Center, and Camps Afflerbaugh, Miller and Scott have been identified to implement the Career Technical Education in the Building Trades Curriculum. There are 20 construction trade areas in this curriculum (i.e., blueprint reading, cabinet making, communications, concrete, drywall, electrical, estimation, finish carpentry, green construction, hand tools, HVAC, masonry, painting, plumbing, power tools, roof framing, surveying and site planning, tile setting, wall framing, and weatherization). A Probation-LACOE contract is being finalized that will enable LACOE to purchase the curriculum from the vendor and provide the instruction during that school day. The proposed contract is anticipated to be presented to the Board for approval in March 2011 and is part of the Proposed Spending Plan. **(Relates to Recommendations #18 and #28)**

- School-Based Probation Supervision, Camp Community Transitional Program and Community Detention Program deputies have undergone 4 hours of Educational Rights Training to address Special Education needs and how to advocate for minors that currently have or may be in need of an Individual Education Program. This training is ongoing to capture new or transitioning staff. **(Relates to Recommendations #25)**
- Regarding the development and implementation of a training plan to ensure that all LACOE instructional staff are appropriately trained in evidence-based practices (EBP) principles and staff skills, such as Core Correctional Practices and Motivational Interviewing, by utilizing Probation's Staff Training Office, training classes with designated trainers have been established and are ready for the next step, delivery.

Probation and LACOE will schedule classes using a regional delivery plan for ease of deployment. ***(Relates to Recommendation #31)***

- As a result of LACOE's lobbying efforts, \$3.1 million for all counties' JCS has been placed in the 2010 Adopted State Budget. LACOE's share of the \$3.1 million is expected to be approximately \$512,000 from Economic Impact Aid; these dollars are restricted and will not reduce the deficit. Efforts for an enhanced revenue model for JCS programs statewide will continue. ***(Relates to Recommendation #33)***

### **Priorities Over the Next Quarter**

As the leads spearheading the education reform effort, the Los Angeles County Office of Education and Probation remain committed to this endeavor and will continue to focus on the following priorities during the next quarter:

- Developing a revised proposed expenditure plan associated with the \$2.1 million in ongoing funding in the Provisional Financing Uses Budget appropriated for education reform, as well as presentation of the information at a Cluster Agenda Review meeting anticipated to occur in February 2011.
- Developing a contract to implement a career technical/vocational educational program at Camps Onizuka, Afflerbaugh/Paige, Miller, Scott or Scudder, pending the necessary funding appropriation.
- Monitoring the progress of the "charter look-alike" pilot school at Camps Scott/Scudder. The Chief Probation Officer and the Director of School Services continue to make periodic site visits. Data through June 30, 2011 is needed in an effort to begin measuring the pilot's progress.
- Development of a few additional parent training DVD modules, pending the necessary funding appropriation.

Our next report will cover January 2011 through March 2011 activity and will be submitted to your Board in April 2011.

If you have any questions or need additional information, please let us know, or your staff may contact Jeremy Nichols, Director of School Services, Probation, at (562) 940-2856, or Gerald Riley, Assistant Superintendent for Educational Programs, LACOE, at (562) 803-8301.

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Attachments (3)

Each Supervisor  
February 15, 2011  
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c: Honorable Michael Nash, Presiding Judge, Juvenile Court  
Sachi A. Hamai, Executive Officer, Board of Supervisors  
William T Fujioka, Chief Executive Officer  
Jacqueline A. White, Deputy Chief Executive Officer  
Andrea Sheridan Ordin, County Counsel  
Wendy L. Watanabe, Auditor-Controller  
Tom Saenz, President, Los Angeles County Board of Education  
Don Meredith, President, Probation Commission  
Margaret Todd, County Librarian  
Dr. Marvin J. Southard, Director, Department of Mental Health  
Monica Garcia, Chair, Los Angeles County Education Coordinating Council  
Antonia Jimenez, Interim Director, Department of Children and Family Services  
Comprehensive Educational Reform Committee  
Children's, Education, and Justice Deputies

**Los Angeles County Probation Department / Los Angeles County Office of Education  
STATUS OF COMPREHENSIVE EDUCATIONAL REFORM RECOMMENDATIONS (AS OF DECEMBER 31, 2010)**

No.	Report Section / Recommendation	Responsibility	Status
<b>I. Educational Responsibilities</b>			
1	Recruit and hire a Director of School Services to serve as a senior staff advisor to the Chief Probation Officer on education matters and to serve as the Department's chief liaison in working with LACOE management and staff in implementing comprehensive educational reform in the juvenile halls and camps.	Probation	<b>Fully Implemented</b> The Department has hired a candidate to fill this position.
2	Implement the use of multi-disciplinary teams to conduct comprehensive assessments of youth with the participation of the Juvenile Court, parents, other caregivers, or surrogates; educational service providers; and Probation.	Probation/ JCHS/DMH/ LACOE	<b>Fully Implemented</b> All youth entering the camp system are provided a comprehensive assessment by Camp Headquarters deputies at the Comprehensive Assessment Unit, currently located at Barry J. Nidorf Juvenile Hall. Youth who appear to be eligible for placement at Camp Orizuka are referred to Youthful Offender Block Grant (YOBBG) deputies for an enhanced assessment where the process includes a second face-to-face interview followed by a Multi-Disciplinary Team (MDT) meeting. Consequently, MDT meetings are held for youth that are YOBBG-program eligible at Camp Orizuka. In addition, youth with an open mental health chart are also eligible for an MDT to determine camp placement with parental involvement. (The MDT team consists of members representing Mental Health, LACOE, Probation and parents or guardians.)
3	Ensure parent or caregiver involvement throughout the process of a youth's adjudication, school enrollment, assessment, detainment, and release, because such involvement is critical in ensuring the healthy development of youth. Develop strategies to increase parent involvement, and educate and train parents about the juvenile system, educational rights, and processes. Provide parents or surrogates with the necessary support, tools, and training, regarding (a) the judicial process, the legal and educational rights of their child and (b) involvement in assessment, case planning, and transitional planning to better enable them to carry out their responsibilities.	Probation/ LACOE/ Library/DCFS/ CBOs	<b>Partially Implemented</b> The first DVD and handout for Helping Education LA Parents Series has been developed and is now available. The Learning Rights Law Center provided the speakers and expertise to create the Special Education DVD. Appropriation authority of approximately \$125,000 is needed to proceed with the remaining 18 videos; this is pending the development of a revised proposed expenditure plan associated with the \$2.1 million in ongoing funding in the Provisional Financing Uses Budget appropriated for education reform, as well as a Cluster Agenda Review meeting.
4	Work with judicial officers and educational service providers to ensure timely determinations of the holders of educational rights.	Probation	<b>Partially Implemented</b> This is part of the court report and verified by the judicial officer at the hearing. The impending revised court documents will have a space for the name of the holder of educational rights identified on the first page.
5	Work with judicial officers to identify and assign qualified and appropriate surrogates or educational representatives, when necessary, to serve in place of the absent parent as advocates for youth in juvenile halls and camps.	Probation	<b>Partially Implemented</b> Judge Donna Groman is overseeing the recruitment, training, and assignment of a pool of volunteers -- as holders of educational rights for delinquent youth -- who are available to advocate for a youth who has no parent available or capable of advocating for the youth's special education needs. We currently have 14 fully trained volunteer advocates.
6	Train probation officers to serve as advocates for youth throughout their detainment and as they transition back to the community.	Probation	<b>Partially Implemented</b> Probation has conducted training classes for Challenger Memorial Youth Center camp staff covering this topic. Training of staff at other camps is contingent on available resources.
7	Develop, implement, and continuously improve performance measurement systems to establish accountability for all participants in the educational system for youth in juvenile halls and camps. Establish a Research Advisory Committee that includes representatives from LACOE and Probation to advise both departments on improving the educational performance measurement system over time.	Probation/ LACOE/ Acad. Adv. Committee	<b>Partially Implemented</b> The Academic Advisory Committee developed a student satisfaction survey which was piloted at Camp Miller in August 2009. Will work on the results, recommendations and application for the remaining camps.

**13 of 35 recommendations or 37%** **22 of 35 recommendations or 63%**

**Fully Implemented** **Partially Implemented**

No.	Report Section / Recommendation	Responsibility	Status and Estimated Completion Date
8	<p><b>ii. Educational Assessment and Case Planning</b></p> <p>Work with the Juvenile Court to ensure timely and comprehensive assessments of the criminogenic, educational, health, and mental health needs of youth in juvenile halls and camps as well as strength-based assessments of their interests and abilities. Utilize the educational checklists in the Bench Book for Education Issues in Dependency and Delinquency Courts to help do so. Revise the content of initial court reports on youth in juvenile camps to focus on assessment results and the integrated case plans, so that judicial officers have specific needs and objectives on which to base their camp orders.</p>	Probation/ DMH/LACOE	<b>Partially Implemented</b> Camp assessment MDT/case planning protocols complete and presented to Juvenile Court on Oct. 20, 2009. Productive MDT's are being held throughout the system.
9	Provide additional educational psychologists (either employees and/or contractors) for the Camp Assessment Unit to conduct psychoeducational assessments of youth with suspected special education needs in a very timely manner.	LACOE	<b>Fully Implemented</b> LACOE has an adequate number of school psychologists to perform these assessments. LACOE has provided a Senior Programs Specialist to work with Probation and the Department of Mental Health in the Camps Assessment Unit.
10	Work with the Juvenile Court to ensure timely development of an integrated case plan – including an individual learning plan for educational services – that is customized to address each student's needs and responsibility issues. Revise the content of final court reports on youth in juvenile camps to focus on aftercare case plans and transition back to the community, so that judicial officers have specific needs and objectives on which to base the camp-to-community transition programs (CCTP) portion of their camp orders.	Probation/ DMH/LACOE	<b>Fully Implemented</b> Camp assessment MDT/case planning protocols were completed and presented to the Juvenile Court on October 20, 2009.
11	Integrate the camp-to-community transition programs of the Probation Department and LACOE (Assembly Bill 825), and prepare and train all staff including DMH and educational service providers to produce "meaningful" transitional plans that include: (a) strength-based assessments of youth educational and employment needs; (b) identification of needed community linkages and/or employment resources; (c) admission and/or re-enrollment into an appropriate educational pathway; (d) use of a "family conferencing" model; and (e) safe and positive community and living arrangements.	Probation/ DMH/LACOE	<b>Partially Implemented</b> Camp Holton/Smith pilot is complete, with LACOE and LAUSD staff trained.
12	Establish a comprehensive assessment center in which Probation, DMH and LACOE staff or contractors (a) conduct comprehensive assessments of criminogenic, educational, health, mental health, and parenting needs of youth ordered to camp and (b) develop initial case plans – including ILPs or IEPs for educational services – that are customized to address student needs and responsibility issues.	Probation/ DMH/ LACOE	<b>Fully Implemented</b> At Probation's Camp Headquarters Camps Assessment Unit (CAU), all youth receiving court-ordered camp placement are assessed by Probation, DMH, and LACOE for criminal histories, mental health counseling and medication concerns, and educational needs such as Individual Education Plans or Individual Learning Plans. The CAU, currently at Barry J. Nidorf Juvenile Hall, meets the description of an established assessment center.
13	Develop process and assign responsibility for shadowing, mentoring, counseling, and tracking youth during and after their stays in juvenile halls and camps.	Probation/CBOs	<b>Fully Implemented</b> Effective Case Management (ECM) training of Probation Staff as ECM trainers in Nov./Dec. 2009. CCTP Deputies, Transition Counselors, Juvenile Field Deputies, and School-Based Deputies have been assigned responsibility to track minors after release from the Juvenile Hall or Camps.
14	Utilize the new Dashboard Reporting System and Quality Assurance Services (QAS) staff and processes to help ensure that all youth in juvenile halls and camps receive (a) appropriate assessments of their criminogenic, health, mental health, and educational needs; (b) integrated case plans in a timely manner; and (c) treatment, education, and supervision services identified in their respective case plans.	Probation	<b>Partially Implemented</b> The Digital Dashboard System currently has limited data related to recidivism and public safety issues. Additional work is necessary to enable a more effective use of the System. Probation has reallocated a few existing resources to this effort.
15	Replicate the electronic data exchange (EDE) process/system which was recently implemented between LACOE and LAUSD, among other school districts within the County and the juvenile halls and camps to ensure timely transfer of school records both to and from juvenile camps and schools in the community. Explore expansion of the system to include tracking of educational performance after youth return from juvenile halls and camps to community schools to determine whether EBP treatment and educational services are successful over the long run.	Probation/ LACOE/Academic Adv. Committee	<b>Partially Implemented</b> A committee consisting of Probation and LACOE management, LACOE and Probation Information Systems experts, Camp, Placement and Camp Community Transition Program experts, are working together to connect the computer systems for electronic data exchange, to track and support case management even when the minor is released from detention and returned to the field.

Fully Implemented

Partially Implemented

No.	Report Section / Recommendation	Responsibility	Status and Estimated Completion Date
16	Contract with educational consultants to help probation officers in the area offices assist youth receive services (including special education), ensure immediate enrollment upon release from camp, provide immediate assistance for suspended or expelled youth, and provide related training to area office staff.	Probation/LACOE	<b>Fully Implemented</b> This function is being performed by LACOE using Title I Transition Counselor, with LACOE seeking more Title I Transition Counselors.
17	Develop and implement a process for the Camp Assessment Unit to provide feedback to LACOE and applicable school districts regarding the results of comprehensive assessments of youth detained in juvenile hall or ordered to camp, so such organizations can reexamine and improve their own processes for assessing the health, mental health and educational needs (including specific learning disabilities and other special education needs) of their students.	Probation/LACOE	<b>Partially Implemented</b> Districts within the attendance boundaries of Los Angeles, Long Beach, Pomona and Pasadena School Districts receive program notifications. Probation's comprehensive assessment data is available to LACOE to assess the health, mental health and educational needs of each student.
18	<b>III. Instructional Program, Delivery and Materials</b> Provide all students with access to four instructional pathways leading either to a high school diploma, a GED certificate, a vocational education certificate, and/or college preparation.	LACOE	<b>Partially Implemented</b> The Camps Assessment Unit provides educational feedback in the form of eligibility data. LACOE is facilitating the Los Angeles Unified School District's Diploma Plus program. In addition, please refer to the status to Recommendation #28 regarding the vocational educational program pathway.
19	Redesign the JCS curriculum to capitalize on integrated use of instructional minutes. Deliver the instructional program in a comprehensive, coordinated, collaborative way to more effectively use the school day as well as after school/weekend hours.	LACOE/Probation	<b>Fully Implemented</b> LACOE has decided to move to a standards-based curriculum and pacing guide in the four core subjects (English Language Arts, Math, Science and Social Science). This will enable students to receive a continuity of curriculum, whether they are moving from one JCS facility to another, or if they are transitioning upon release from the camps to the Community Day Schools within the Division of Alternative Education. In addition, a standards-based curriculum ensures that all students are receiving an education aligned with State content standards and is comparable to that, if they were attending their traditional high school. The status of the 9 and 10 and 11 and 12 camp reorganization has remained at the two original pilot camps (Gonzalez and Munz). Staff development activities/training and the coaching for classroom teachers will continue for the 2010 and 2011 school year.
20	Implement a plan to coordinate camp curriculum, the use of instructional materials and resources so that youth transferring from site to site do not miss instruction and are able to experience continuity to their instructional program. Reduce the amount of student instructional time lost due to interruptions, missing class, arriving late, or being removed from class due to behavior problems and attending medical, dental, and court appointments; and other reasons as determined by Probation.	Probation/LACOE	<b>Fully Implemented</b> Probation and LACOE have established a plan to develop Court Classes at all of the Detention Facilities, and are working on a plan to distribute learning packets to students on the move. Court classes are held in the "holding areas" of the juvenile halls - this strategy will help reduce lost average daily attendance and the related revenue. LACOE has revised their curriculum guides and pacing plans to better address the transiency of the students.
21	Train teachers in developing and delivering thematic, collaborative, project- and problem-based, experiential types of lessons.	LACOE	<b>Fully Implemented</b> The English Language Arts curriculum addresses part of the need for more intense character education by having the readings arranged by character-based themes. In addition, JCS implemented an intensive reading intervention program. Struggling readers are assigned classes with a reading specialist teacher. A reading specialist coach was hired to assist principals and teachers in the implementation of the reading program.

**Fully Implemented**

**Partially Implemented**

No.	Report Section / Recommendation	Responsibility	Status and Estimated Completion Date
22	<p>Develop budget proposals to pilot several new instructional delivery models in the juvenile halls and camps as well as in the community, specifically:</p> <ul style="list-style-type: none"> <li>Establishing pilot charter schools at two camps – one dependent charter school for girls and one independent charter school for boys.</li> <li>Partnering with neighborhood public schools to create a place for youth returning from juvenile camps to continue in a consistent instructional environment.</li> <li>Partnering with one or more of the e of the 40 WorkSource/One-Stop Centers throughout Los Angeles County to provide CTE/VE in conjunction with academic and pre-apprenticeship programs in camps and apprenticeships and/or jobs in the community.</li> </ul>	Probation/ CEO/LACOE	<p><b>Partially Implemented</b> A Charter school establishment is awaiting legal resolution and/or waiver of the 50% teacher approval and parental choice requirements. In addition, a pilot school at Camps Scott/Scudder began operation on September 27, 2010. The outcomes of this pilot school focus on the needs, interests, and successful transitioning of female youth in the camps to higher education and/or successful employment, internships, and vocations.</p>
<b>IV. Special Education</b>			
23	<p>Ensure that the educational service providers are providing a full continuum of services and placements (i.e., resource specialists, special day classes, etc.) required under State law and based on an Individual Educational Program, regardless of whether or not youth attended a public school before they were detained, ordered to camp, or released into the community. For pupils who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.</p>	LACOE	<p><b>Fully Implemented</b> The students are being serviced in accordance with an out-of-state-approved Local Plan which includes a continuum of program options and is in accordance with student IEP.</p>
24	<p>Ensure that educational service providers are appropriately supporting special education students with behavioral problems by (a) conducting functional analysis assessments as required by law and (b) developing positive behavioral intervention plans consistent with the Hughes Bill. Emphasize the importance of keeping these youth in their high schools (rather than referring them out) and having counseling conference between school officials and parents/caregivers (rather than through probation officers) wherever possible.</p>	LACOE	<p><b>Partially Implemented</b> Special Education students are supported with an IEP which could include Functional Analysis Assessments as needed and Behavioral Intervention Plans as appropriate. Camp Transition Counselors are in conference with the student's counselors at the receiving high schools.</p>
25	<p>Train probation officers both in camps and the community on special education and how to advocate for youth with IEPs, where necessary, so educational service providers can improve matching special education students with appropriate services before they enter juvenile halls and camps and when they transition back to the community.</p>	Probation/ CBOs	<p><b>Partially Implemented</b> School-Based Probation Supervision, Camp Community Transitional Program and Community Detention Program deputies have undergone 4 hours of Educational Rights Training to address Special Education needs and how to advocate for minors that currently have or may be in need of an Individual Education Programs. This training is ongoing to capture new or transitioning staff.</p>
26	<p><b>V. Programming for After School Hours and Weekends</b></p> <p>Restructure camp and classroom schedules so there is more time for (a) individual program treatment; (b) homework, tutoring, and educational enrichment; and (c) other activities (aligned with youths' individual case plans) before or after class and on weekends.</p>	Probation/ LACOE	<p><b>Partially Implemented</b> Camp staff will give time on the daily schedule, for the minors to complete assigned homework studies.</p>
<b>VI. Educational Facilities, Classroom Space, Staffing and Funding</b>			
27	<p>Maximize utilization of existing dedicated classroom space, including space currently being used for LACOE storage, as appropriate. Assess specific needs for additional classroom space by site and develop an implementation plan.</p>	Probation/ LACOE/CEO	<p><b>Partially Implemented</b> LACOE has completed facility surveys for each of the three juvenile halls. Probation has provided sufficient classroom and administrative office space for the three juvenile halls in compliance with Paragraph 60 of the Settlement Agreement with the United States Department of Justice pertaining to the juvenile halls. LACOE is working with Probation on a similar facility survey for the Challenger Memorial Youth Center for necessary space accommodations.</p>

Fully Implemented

Partially Implemented

No.	Report Section / Recommendation	Responsibility	Status and Estimated Completion Date
28	Utilize CEO/DPW report on camp reconfiguration to identify opportunities for establishing vocational education shops in juvenile camps; develop budget proposals to develop such space.	Probation/ LACOE / CEO	<b>Partially Implemented</b> At this time, CMYC, and Camps Afterbaugh, Miller and Scott have been identified to implement the Career Technical Education in the Building Trades Curriculum. There are 20 construction trade areas in this curriculum (i.e., blueprint reading, cabinet making, communications, concrete, drywall, electrical, estimation, finish carpentry, green construction, hand tools, HVAC, masonry, painting, plumbing, power tools, roof framing, surveying and site planning, tile setting, wall framing, and weatherization). A draft Probation-LACOE contract is being finalized that will enable LACOE to purchase the curriculum from the vendor and provide the instruction during that school day. The proposed contract is anticipated to be presented to the Board for approval in December 2010.
29	Establish standards for the quantity and quality of instructional materials, equipment and technology in each classroom. Establish a capital budget to fund implementation over a three-year period.	LACOE	<b>Partially Implemented</b> LACOE uses Board of Education-adopted text books and instructional materials in compliance with State standards. The development of a capital budget is pending.
30	Develop an educational staffing plan to ensure that there are adequate numbers of teaching, special education, assessment, counseling, and psychologist staff to meet the needs of youth in the juvenile halls and camps.	LACOE	<b>Fully Implemented</b> in accordance with the Board of Supervisors 9/22 motion on SSC report, LACOE has fully implemented a staffing plan.
31	Develop and implement a training plan to ensure that all LACOE instructional staff are appropriately trained in evidence-based practices (EBP) principles and staff skills, such as Core Correctional Practices and Motivational Interviewing.	Probation/ LACOE	<b>Partially Implemented</b> Utilizing Probation's Staff Training Office, training classes with designated trainers have been established and are ready for the next step: delivery. Probation and LACOE management will be scheduling classes using a regional delivery plan for ease of deployment.
32	Develop a three-year financial plan of revenues and expenditures for educational services in the juvenile halls and camps. Ensure adequate funding levels to support LACOE's implementation of the three-year plan.	LACOE	<b>Partially Implemented</b> LACOE and Probation are collaborating to establish a model for projecting enrollment at school sites to determine an annual expenditure plan to support educational programs.
33	Seek State legislation to revamp the current JCS funding model, which is based on average daily attendance (ADA), to one that (a) is based on a residential service delivery model, (b) reflects the locations of the juvenile halls and camps throughout the County, and (c) fully funds educational services, particularly special education services; that students are legally entitled to receive.	LACOE/ Probation	<b>Partially Implemented</b> As a result of LACOE's lobbying efforts, \$3.1 million for all counties' Juvenile Court Schools (JCS) has been placed in the 2010 Adopted State Budget. LACOE's share of the \$3.1 million is expected to be approximately \$1 million from Economic Impact Aid. Efforts for an enhanced revenue model for JCS programs statewide will continue.
<b>VII. Quality Assurance and Program Evaluation</b>			
34	Utilize the four (4) educational outcomes and eight (8) educational performance indicators proposed by the Probation Department for approval by the Board of Supervisors as the starting point for evaluating educational programs and contracts with educational service providers (not teachers). Expect these indicators to change over time based on lessons learned, and actively seek advice from the best researchers in Los Angeles County and beyond to help "grow" the performance measurement system quickly.	Probation/ LACOE/ Academic Adv. Committee	<b>Partially Implemented</b> The four educational outcomes are being implemented at all sites, and the eight educational performance indicators are being implemented at selected sites.
35	Amend the Probation Department's memorandum of understanding with LACOE and any existing and future contracts with educational service providers to require monthly or quarterly reporting of the prescribed educational outcomes and performance indicators.	Probation / LACOE	<b>Fully Implemented</b> On June 24, 2010, LACOE and Probation signed a revised MOU. Corresponding performance indicators were updated and agreed upon to reflect the drafted changes made to the MOU.

**Fully Implemented**

**Partially Implemented**

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Recommendation	Action Step	Person(s) Responsible	Target Completion Date
<p><u>Recommendation #3</u>            Ensure parent or caregiver involvement throughout the process of a youth's adjudication, school enrollment, assessment, detention, and release, because such involvement is critical in ensuring the healthy development of youth. Develop strategies to increase parent involvement, and educate and train parents about the juvenile system, educational rights, and processes. Provide parents or surrogates with the necessary support, tools, and training, regarding (a) the judicial process, the legal and educational rights of their child and (b) involvement in assessment, case planning, and transitional planning to better enable them to carry out their responsibilities.</p>	<p>The first parent education DVD is complete and ready for distribution in English and Spanish, with 17 remaining to be processed.            Funds for the DVD project total \$125,000 to be allocated from Education Reform spending plan.            Planning to develop 5 DVD's per year in both languages, beginning in 2012.            Identify and prioritize parent education DVD subjects, with emphasis on how to navigate the Education System.            Revive the free Transportation System to the camps and halls, so that parents can easily visit their children to check on their children's educational progress.</p>	<p>Gail McFarlane-Sosa            Jeremy Nichols            Alan Uriyu            Gail McFarlane-Sosa            Gail McFarlane-Sosa            Jeremy Nichols            Alan Uriyu            Jeremy Nichols            Alan Uriyu</p>	<p>January 2011            March 2011            February , 2016            May 2011            July 2011</p>

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Recommendation	Action Step	Person(s) Responsible	Target Completion Date
<p><u>Recommendation #4</u>            Work with judicial officers and educational service providers to ensure timely determinations of the holders of educational rights.            (The action step applies to both recommendations 4 and 5)</p> <p><u>Recommendation #5</u>            Work with judicial officers to identify and assign qualified and appropriate surrogates or educational representatives, when necessary, to serve in place of the absent parent as advocates for youth in juvenile halls and camps.</p>	<p>For a better flow of transcript information to the court, establish a Probation Student Information System, which includes a data base that will support tracking systemic barriers.</p> <p>Review Probation's process for training and retaining Educational Advocacy Interns.</p>	<p>Jeremy Nichols            Alan Uriyu</p> <p>Alan Uriyu</p>	<p>August 2011</p> <p>March 2011</p>

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Recommendation	Action Step	Person(s) Responsible	Target Completion Date
<p><u>Recommendation #6</u>            Train probation officers to serve as advocates for youth throughout their detainment and as they transition back to the community.</p>	<p>Develop a State Certified Class to train probation officers to serve as advocates for youth.             Develop a regional training plan, to cover all detention facilities in Los Angeles County.</p>	<p>Pat Lemaire            Jeremy Nichols            Alan Uriyu             Pat Lemaire            Jeremy Nichols            Alan Uriyu</p>	<p>June 2011             June 2011</p>

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Recommendation	Action Step	Person(s) Responsible	Target Completion Date
<p><u>Recommendation #7</u>            Develop, implement, and continuously improve performance measurement systems to establish accountability for all participants in the educational system for youth in juvenile halls and camps. Establish a Research Advisory Committee that includes representatives from LACOE and Probation to advise both departments on improving the educational performance measurement system over time.</p>	<p>Procure a Probation Student Information System with data warehousing capability, and utilize educational measurement software such as Performance Series and Data Director.</p> <p>Oversee the Academic Advisory Committee, and the research projects that originate from the committee.</p>	<p>Jeremy Nichols            Alan Uriyu</p> <p>Jeremy Nichols</p>	<p>August 2011</p> <p>January 2011 and ongoing</p>

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Recommendation	Action Step	Person(s) Responsible	Target Completion Date
<p><u>Recommendation #8</u></p> <p>Work with the Juvenile Court to ensure timely and comprehensive assessments of the criminogenic, educational, health, and mental health needs of youth in juvenile halls and camps as well as strength-based assessments of their interests and abilities. Utilize the educational checklists in the Bench Book for Education Issues in Dependency and Delinquency Courts to help do so. Revise the content of initial court reports on youth in juvenile camps to focus on assessment results and the integrated case plans, so that judicial officers have specific needs and objectives on which to base their camp orders.</p>	<p>Procure a Probation Student Information System with data warehousing capability, and utilize educational measurement software such as Performance Series and Data Director.</p> <p>Provide training for Intake in the halls, and Camps Headquarters at BJNJH, in the usage of the Probation Student Information System when approved.</p> <p>Work with the Department of Mental Health to create an educational strategy that addresses student assessment needs.</p> <p>Provide training in using the Performance Series Software, which is a strength-based assessment tool for youth in the juvenile halls and camps.</p>	<p>Jeremy Nichols Alan Uriyu</p> <p>Jeremy Nichols Alan Uriyu</p> <p>Jeremy Nichols Alan Uriyu</p> <p>Jeremy Nichols Alan Uriyu</p>	<p>August 2011</p> <p>August 2011 and ongoing</p> <p>April 2011</p> <p>September 2011 and ongoing</p>

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Recommendation	Action Step	Person(s) Responsible	Target Completion Date
<p><u>Recommendation #11</u></p> <p>Integrate the camp-to-community transition programs of the Probation Department and LACOE (Assembly Bill 825), and prepare and train all staff including DMH and educational service providers to produce "meaningful" transitional plans that include: (a) strength-based assessments of youth educational and employment needs; (b) identification of needed community linkages and/or employment resources; (c) admission and/or re-enrollment into an appropriate educational pathway; (d) use of a "family conferencing" model; and (e) safe and positive community and living arrangements.</p>	<p>Create an oversight Probation/LACOE committee to review camp to community transition process, and to address all associated transitory problems.</p> <p>Review transition disciplines (e.g., Title I Transition Counselors, Camp to Community Transition Protocols, Transition Partnership Program School to Work) in conjunction with LACOE.</p>	<p>Stan Ricketts            Ron Randolph            Jeremy Nichols            Alan Uriyu</p> <p>Ron Randolph            Jeremy Nichols            Alan Uriyu</p>	<p>March 2011</p> <p>March 2011</p>

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Recommendation	Action Step	Person(s) Responsible	Target Completion Date
<p><u>Recommendation #14</u>            Utilize the new Dashboard Reporting System and Quality Assurances Services (QAS) staff and processes to help ensure that all youth in juvenile halls and camps receive (a) appropriate assessments of their criminogenic, health, mental health, and education needs; (b) integrated case plans in a timely manner; and (c) treatment, education, and supervision services identified in their respective case plans.</p>	<p>Ensure that educational assessment data crosses-over into the Probation Digital Dashboard System for tracking of educational outcomes and performance indicators.             Track educational statistics using all available computer systems to measure educational success.</p>	<p>Jeremy Nichols            Alan Uriyu             Alan Uriyu</p>	<p>August 2011             August 2011 and ongoing</p>

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<b>Recommendation</b>	<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Target Completion Date</b>
<p><u>Recommendation #15</u></p> <p>Replicate the electronic data exchange (EDE) process/system which was recently implemented between LACOE and LAUSD, among other school districts within the County and the juvenile halls and camps to ensure timely transfer of school records both to and from juvenile camps and schools in the community. Explore expansion of the system to include tracking of educational performance after youth return from juvenile halls and camps to community schools to determine whether ESP treatment and educational services are successful over the long run.</p>	<p>Procure a Probation Student Information System with data warehousing capability, and utilize educational measurement software such as Performance Series and Data Director.</p> <p>Probation Data Exchange Committee to review operational needs and barriers in data exchange with LACOE.</p> <p>Track educational statistics using all available computer systems to measure educational success.</p>	<p>Jeremy Nichols Alan Uriyu</p> <p>Alan Uriyu</p> <p>Alan Uriyu</p>	<p>August 2011</p> <p>January 2011</p> <p>August 2011 and ongoing</p>

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Recommendation	Action Step	Person(s) Responsible	Target Completion Date
<p><u>Recommendation #17</u></p> <p>Develop and implement a process for the Camp Assessment Unit to provide feedback to LACOE and applicable school districts regarding the results of comprehensive assessments of youth detained in juvenile hall or ordered to camp, so such organizations can reexamine and improve their own processes for assessing the health, mental health and educational needs (including specific learning disabilities and other special education needs) of their students</p>	<p>Procure a Probation Student Information System with data warehousing capability, and utilize educational measurement software such as Performance Series and Data Director.</p> <p>Provide training for Intake in the halls, and Camps Headquarters at BJNH, in the usage of the Probation Student Information System when approved.</p> <p>Create oversight committee to review comprehensive assessment process, used at the camp assessment level.</p>	<p>Jeremy Nichols Alan Uriyu</p> <p>Jeremy Nichols Alan Uriyu</p> <p>Charlie Trask Jeremy Nichols Alan Uriyu Tate Burns or LACOE Rep.</p>	<p>August 2011</p> <p>August 2011</p> <p>January 2011</p>

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Recommendation	Action Step	Person(s) Responsible	Target Completion Date
<p><u>Recommendation #18</u></p> <p>Provide all students with access to four instructional pathways leading either to a high school diploma, a GED certificate, a vocational education certificate, and/or college preparation</p>	<p>Monitor and ensure consistent implementation of the routines and instructional practices, to provide all students with access to the four instructional pathways.</p> <p>Review the four instructional pathways with the Comprehensive Educational Reform Committee.</p>	<p>Jeremy Nichols Alan Uriyu</p> <p>Jeremy Nichols Alan Uriyu</p>	<p>January 2011 and ongoing</p> <p>March 2011</p>

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Recommendation	Action Step	Person(s) Responsible	Target Completion Date
<p><u>Recommendation #20</u>            Implement a plan to coordinate camp curriculum, the use of instructional materials and resources so that youth transferring from site to site do not miss instruction and are able to experience continuity to their instructional program            Reduce the amount of student instructional time lost due to the interruptions, missing class, arriving late, or being removed from class due to behavior problems and attending medical, dental, and court appointments; and other reasons as determined by Probation.</p>	<p>Work with LACOE to draft a Progressive Discipline Plan.            Establish Court Classrooms at all juvenile halls.            Decrease classroom minutes lost to the camp assessment process.            Create an oversight committee to review the independent study process, used when the minor is in transit.</p>	<p>Ron Randolph            Jeremy Nichols            Alan Uriyu            Lisa Garcia            Jeremy Nichols            Alan Uriyu            Charlie Trask            Jeremy Nichols            Alan Uriyu            Jeremy Nichols            Alan Uriyu            Jeremy Nichols            Alan Uriyu</p>	<p>April 2011            July 2011            January 2011            January 31, 2011            July 2011</p>
	<p>Assess pilot project            Counts/Character Leadership for use in the Court Classrooms.</p>		

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Recommendation	Action Step	Person(s) Responsible	Target Completion Date
<p><u>Recommendation #22</u></p> <p>Develop budget proposals to pilot several new instructional delivery models in the juvenile halls and camps as well as in the community, specifically.</p> <p>Establishing pilot charter schools at two camps - one dependent charter school for girls and one independent charter school for boys.</p> <p>Partnering with neighborhood public schools to create a place for youth returning from juvenile camps to continue in a consistent instructional environment. Partnering with one or more of the 40 WorkSource/One-Stop Centers throughout Los Angeles County to provide CTE/VE in conjunction with academic and pre-apprenticeship programs in camps and apprenticeships and/or jobs in the community.</p>	<p>Obtain Independent Charter School guide book for information on programs and curriculum.</p> <p>Monitor the charter-look-alike schools at Camp Scott/Scudder and Camp Gonzales.</p> <p>Create partnerships in the community with organizations such as Trade Schools, College Universities, and Unions.</p> <p>Develop plan for all probation camp youth to have access to CTE/VE classes.</p> <p>Work with the Los Angeles County Education Foundation to create more opportunities for CTE/VE at probation camps.</p> <p>Work with other Educational Providers and County Offices of Education to use existing programs to benefit our youth</p>	<p>Jeremy Nichols Alan Uriyu</p> <p>Jeremy Nichols Alan Uriyu</p> <p>Jeremy Nichols Alan Uriyu</p> <p>Jeremy Nichols Alan Uriyu</p> <p>Madeline Hall Jeremy Nichols Alan Uriyu</p> <p>Madeline Hall Jeremy Nichols Alan Uriyu</p>	<p>January 2011</p> <p>January , 2011 and ongoing</p> <p>April 2011</p> <p>April 2011</p> <p>January 2011 And ongoing</p> <p>January 2011 And ongoing</p>

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Recommendation	Action Step	Person(s) Responsible	Target Completion Date
<p><u>Recommendation #24</u></p> <p>Ensure that educational service providers are appropriately supporting special education students with behavioral problems by (a) conducting functional analysis assessments as required by law and (b) developing positive behavioral intervention plans consistent with the Hughes bill. Emphasize the importance of keeping these youth in their high schools (rather than referring them out) and having counseling conference between school officials and parents/caregivers (rather than through probation officers) wherever possible.</p>	<p>Create an oversight Probation/LACOE committee to review camp to community transition process, and to address all associated transitory problems.</p> <p>Develop a Parent Education DVD on how to work with the Education System.</p> <p>Work with LACOE on student credit recovery, to ensure that students transitioning from camp qualify to return to their comprehensive school of residence.</p> <p>Develop a Strategic Model for students who transfer in the middle of a semester or school year.</p> <p>Develop a list of schools that promote open entry or open exit for our students, credit recovery options, or variable credit to the court or MDT members to better facilitate student transitional services.</p>	<p>Stan Ricketts          Ron Randolph          Jeremy Nichols          Alan Uriyu</p> <p>Gail McFarlane-          Sosa</p> <p>Ron Randolph          Jeremy Nichols          Alan Uriyu</p> <p>Jeremy Nichols          Alan Uriyu</p> <p>Jeremy Nichols          Alan Uriyu          LACOE transition          Counselors          Stan Ricketts</p>	<p>January 2011</p> <p>August 2011</p> <p>June 2011</p> <p>June 2011</p> <p>August 2011</p>

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Recommendation	Action Step	Person(s) Responsible	Target Completion Date
<p><u>Recommendation #25</u>            Train probation officers both in camps and the community on special education and how to advocate for youth with IEPs; where necessary, so educational service providers can improve matching special education students with appropriate services before they enter juvenile halls and camps and when they transition back to the community.</p>	<p>Develop a State Certified Class to train probation officers to serve as advocates for youth with IEP's and/or special education needs</p> <p>Develop a regional training plan, to cover all detention facilities and area offices in Los Angeles County.</p> <p>Support Educational Rights training for Camp Community Transitional Program and Community Detention Program deputies.</p>	<p>Pat Lemaire            Jeremy Nichols            Alan Uriyu</p> <p>Pat Lemaire            Jeremy Nichols            Alan Uriyu</p> <p>Stan Ricketts            Jeremy Nichols            Alan Uriyu</p>	<p>June 2011</p> <p>June 2011</p> <p>January 2011 and ongoing</p>

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Recommendation	Action Step	Person(s) Responsible	Target Completion Date
<p><u>Recommendation #26</u></p> <p>Restructure camp and classroom schedules so there is more time for (a) individual program treatment; (b) homework, tutoring, and educational enrichment; and (c) other activities (aligned with youths' individual case plans) before or after class and on weekends.</p>	<p>Review Probation homework policy in the halls and camps.</p> <p>Collaborate with LACOE to promote after school programs through the use of Title I funds, or community partnerships.</p> <p>Explore community resources for tutoring opportunities, such as community colleges.</p> <p>Support tutoring program Operation Read. Expand the Operation Read program to use the Book Jam curriculum and Remedial Reading program to support literacy.</p>	<p>Jeremy Nichols Alan Uriyu</p> <p>Ron Randolph Jeremy Nichols Alan Uriyu</p> <p>Jeremy Nichols Alan Uriyu</p> <p>Jeremy Nichols Alan Uriyu</p>	<p>January 2011</p> <p>June 2011</p> <p>March 2011</p> <p>June 2011 and ongoing</p>

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Recommendation	Action Step	Person(s) Responsible	Target Completion Date
<p><u>Recommendation #27</u></p> <p>Maximize utilization of existing dedicated classroom space, including space currently being used for LACOE storage, as appropriate. Assess specific needs for additional classroom space by site and develop an implementation plan.</p>	<p>Develop a survey to address classroom space needs in the camps.</p> <p>Develop an implementation plan by site, when classroom space needs are known.</p> <p>Investigate a Joint Venture project between LACOE and Probation to develop improved school facilities at all sites</p>	<p>Jeremy Nichols Alan Uriyu</p> <p>Jeremy Nichols Alan Uriyu</p> <p>Jeremy Nichols Alan Uriyu Gabriela Holt</p>	<p>March 2011</p> <p>April 2011</p> <p>August 2011</p>

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Recommendation	Action Step	Person(s) Responsible	Target Completion Date
<p><u>Recommendation #28</u></p> <p>Utilize CEO/DPW report on camp reconfiguration to identify opportunities for establishing vocational education shops in juvenile camps; develop budget proposals to develop such space</p>	<p>Create tracking system to monitor all CTE/VE programs in the halls and camps.</p> <p>Develop plan for all probation camp youth to have access to CTE/VE classes.</p> <p>Work with the Los Angeles County Education Foundation to create more opportunities for CTE/VE at probation camps.</p> <p>Identify "Magnet" schools tied to CTE/VE education.</p>	<p>Jeremy Nichols Alan Uriyu</p> <p>Jeremy Nichols Alan Uriyu</p> <p>Madeline Hall Jeremy Nichols Alan Uriyu</p> <p>Jeremy Nichols Alan Uriyu</p>	<p>June 2011</p> <p>March 2011</p> <p>January 2011 and ongoing</p> <p>March 2011</p>

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Recommendation	Action Step	Person(s) Responsible	Target Completion Date
<p><u>Recommendation #29</u>            Establish standards for the quantity and quality of instructional materials, equipment and technology in each classroom.            Establish a capital budget to fund implementation over a three-year period.</p>	<p>Develop a classroom observation and monitoring tool to assist LACOE administration with their use of equipment and technology.            Assist LACOE in their use of Board adopted text books and instructional materials in compliance with State standards.</p>	<p>Ron Randolph            Jeremy Nichols            Alan Uriyu              Jeremy Nichols            Alan Uriyu</p>	<p>June 2011              January 2011            and ongoing</p>

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Recommendation	Action Step	Person(s) Responsible	Target Completion Date
<p><u>Recommendation #31</u>            Develop and implement a training plan to ensure that all LACOE instructional staff is appropriately trained in evidence-based practices (EBP) principles and staff skills, such as Core Correctional Practices and Motivational Interviewing.</p>	<p>Develop a survey for the training needs of LACOE/Probation staff.            Develop curriculum for training that will combine Classroom Management, Core Correctional Practices, and Motivational Interviewing.            Develop a regional training plan to cover LACOE instructional staff in Los Angeles County detention facilities.</p>	<p>Jeremy Nichols            Alan Uriyu            Pat Lemaire            Jeremy Nichols            Alan Uriyu            Pat Lemaire            Jeremy Nichols            Alan Uriyu</p>	<p>January 2011            June 2011            June 2011</p>

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Recommendation	Action Step	Person(s) Responsible	Target Completion Date
<p><u>Recommendation #32</u>            Develop a three-year financial plan of revenues and expenditures for educational services in the juvenile halls and Camps. Ensure adequate funding levels to support LACOE's implementation of the three-year plan.</p>	<p>Develop a financial plan of revenues and expenditures per year for educational services.            Support financially LACOE's three-year implementation plan.            Collaborate with LACOE to establish a model for projecting enrollment so that we can develop a year-to-year revenue and expenditure plan.            Incorporate the use of data from the site visits into a database for accurate data driven decision making.            Develop a PSAM indicator and amend the MOU with LACOE as needed.</p>	<p>Jeremy Nichols            Alan Uriyu            Jeremy Nichols            Alan Uriyu            Ron Randolph            Jeremy Nichols            Alan Uriyu            Jeremy Nichols            Alan Uriyu            Jeremy Nichols            Alan Uriyu</p>	<p>March 2011            March 2011            June 2011            August 2011            August 2011</p>

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Recommendation	Action Step	Person(s) Responsible	Target Completion Date
<p><u>Recommendation #33</u>            Seek State legislation to revamp the current JCS funding model, which is based on average daily attendance (ADA), to one that (a) is based on a residential service delivery model, (b) reflects the locations of the juvenile halls and camps throughout the County, and (c) fully funds educational services, particularly special education services, that students are legally entitled to receive.</p>	<p>Support LACOE's lobbying efforts, which resulted in approximately 1 million in Economic Impact Aid last year.            Establish Court Classrooms at all juvenile halls.            Decrease classroom minutes lost to the camp assessment process.            Create an oversight committee to review the independent study process, used when the minor is in transit.            Assess pilot project Character Counts/Character Leadership for use in the Court Classrooms.</p>	<p>Jeremy Nichols            Alan Uriyu            Lisa Garcia            Jeremy Nichols            Alan Uriyu            Charlie Trask            Jeremy Nichols            Alan Uriyu            Jeremy Nichols            Alan Uriyu            Jeremy Nichols            Alan Uriyu</p>	<p>January 2011 and ongoing            June 2011            January 2011            January 2011            March 2011</p>

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Recommendation	Action Step	Person(s) Responsible	Target Completion Date
<p><u>Recommendation #34</u></p> <p>Utilize the four (4) educational outcomes and eight (8) educational performance indicators proposed by the Probation Department for approval by the Board of Supervisors as the starting point for evaluating educational programs and contracts with educational service providers (not teachers). Expect these indicators to change over time based on lessons learned, and actively seek advice from the best researchers in Los Angeles County and beyond to help "grow" the performance measurement system quickly.</p>	<p>Review the four instructional pathways with the Comprehensive Educational Reform Committee.</p> <p>Review and modify (if necessary) the eight educational performance indicators.</p> <p>Oversee the Academic Advisory Committee, and the research projects that originate from the committee.</p>	<p>Jeremy Nichols Alan Uriyu</p> <p>Jeremy Nichols Alan Uriyu</p> <p>Jeremy Nichols</p>	<p>March 2011</p> <p>January 2011</p> <p>January 2011 and ongoing</p>

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No.	Recommendation
1	Recruit and hire a Director of School Services to serve as a senior staff advisor to the Chief Probation Officer on education matters and to serve as the Department's chief liaison in working with LACOE management and staff in implementing comprehensive educational reform in the juvenile halls and camps.
2	Implement the use of multi-disciplinary teams to conduct comprehensive assessments of youth with the participation of the Juvenile Court; parents, other caregivers, or surrogates; educational service providers; and Probation.
9	Provide additional educational psychologists (either employees and/or contractors) for the Camp Assessment Unit to conduct psycho educational assessments of youth with suspended special education needs in a very timely manner.
10	Work with the Juvenile Court to ensure timely development of an integrated case plan - including an individual learning plan for educational services - that is customized to address each student's needs and responsibility issues. Revise the content of final court reports on youth in juvenile camps to focus on aftercare case plans and transition back to the community, so that judicial officers have specific needs and objectives on which to base the camp-to-community transition programs (CCTP) portion of their camp orders.
12	Establish a comprehensive assessment center in which Probation, DMH and LACOE staff or contractors (a) conduct comprehensive assessments of criminogenic, educational, health, mental health, and parenting needs of youth ordered to camp and (b) develop initial case plans - including ILPs or IEPs for educational services - that are customized to address student needs and responsivity issues.

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<b>No.</b>	<b>Recommendation</b>
13	Develop process and assign responsibility for shadowing, mentoring, counseling, and tracking youth during and after their stays in juvenile halls and camps.
16	Contract with educational consultants to help probation officers in the area offices assist youth receive services (including special education), ensure immediate enrollment upon release from camp, provide immediate assistance for suspended or expelled youth, and provide related training to area office staff.
19	Redesign the JCS curriculum to capitalize on integrated use of instructional minutes. Deliver the instructional program in a comprehensive, coordinated, collaborative way to more effectively use the school day as well as after school/weekend hours
21	Train teachers in developing and delivering thematic, collaborative, project- and problem-based, experiential types of lessons.
23	Ensure that the educational service providers are providing a full continuum of services and placements (i.e., resource specialists, special day classes, etc.) required under State law and based on an Individual Educational Program, regardless of whether or not youth attended a public school before they were detained, ordered to camp, or released into the community. For pupils who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.
30	Develop an educational staffing plan to ensure that there are adequate numbers of teaching, special education, assessment, counseling, and psychologist staff to meet the needs of youth in the juvenile halls and camps.

Los Angeles County Probation Department  
35 Education Recommendations Action Plan  
Fully Implemented Recommendations

<b>No.</b>	<b>Recommendation</b>
35	Amend the Probation Department's memorandum of understanding with LACOE and any existing and future contracts with educational service providers to require monthly or quarterly reporting of the prescribed educational outcomes and performance indicators.

## All Education Reform Committee Meeting Dates

Committee Name	Meeting Dates
CERC - meeting Quarterly	12/16, 3/17, 6/16, 9/15, all meetings are 2:00, Thursdays
CERC Steering/Policy monthly	12/8, 1/5, 2/2, 3/2, 4/6, 5/4, 6/1, 7/6, 8/3, 9/7, all meeting are at 2:00, Wednesdays
CERC Implementation	First and Third Thursdays

\* The Academic Advisory Committee is currently not functioning however it needs to be resurrected for specific projects as needed.

